



2003-2004 NONACADEMIC DATA REPORT GUIDELINES (2002-2003 SCHOOL YEAR DATA)

Retention Rate (grades 4-12)
Dropout Rate (grades 7-12)
Transition to Adult Life Success Rate (graduates)

The following guidelines are intended to provide specific information regarding definition and procedures for collecting data on grade 4-12 retentions; grade 7-12 dropouts; and transition to adult life for graduating seniors.

September 2003

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SUMMARY OF DATA COLLECTION DEADLINES

Date	Activity
September 1	Transition to Adult Life verification period begins
October 1	Last date to verify 2002-2003 dropouts
November 1	<i>Nonacademic Data Report</i> including Retention, Withdrawal and Transition to Adult Life data due to KDE

The Nonacademic Data Report is due to KDE November 1, 2003

Instructions and the data collection instrument used to capture the data necessary for the Nonacademic Data Report will be available October 2, 2003.

Assistance:

For assistance please contact Chris Thacker at (502) 564-5279.

SUMMARY OF CHANGES FOR 2003 NONACADEMIC DATA SUBMISSION

There are four additional questions on the Transition to Adult Life page of the Non-Academic Data web application relative to new No Child Left Behind (NCLB) requirements. These four questions count the number of graduates based on receipt of a diploma in four years; greater than four years as allowed by an IEP; greater than four years for other reasons; and graduated with a certificate of successful completion.

The Non-Academic Data web application was reconstructed from previous years but remains similar. Screen shots and directions for completing the application are contained in Appendix B, which begins on page 24 of this document.

COLLECTION OF RETENTION AND DROPOUT DATA

Retentions

Student retention from the 2002-2003 school year for grades four through twelve (4-12) must be noted, by grade level, in the *Nonacademic Data Report* submitted to the KDE. You can use the worksheet on page 18 to assist with this task.

Dropout Data

Dropout data is reported for each grade, 7 through 12, by both gender and race. The worksheet on page 18 provides a simple table to record this information.

Dropout Definition

- A. According to the National Center for Educational Statistics (NCES) definition adopted by the Kentucky Board of Education, a **dropout** is an individual who:
1. Was enrolled in school at some time during the previous school year (2002-2003);
 2. Was not enrolled at the beginning of the current school year (2003-2004);
 3. Has not graduated from high school or completed a state or district approved educational program; and
 4. Does not meet any of the following exclusionary conditions: (a) transferred to another public school district, private school, or state or district approved education program; (b) temporarily absent due to suspension; or (c) died (or deceased).
- B. When determining dropouts, the following definitions apply:
1. A **school year** is defined as the 12-month period of time beginning with the opening day of the 2002-2003 school year and ending the day prior to the opening of the 2003-2004 school year.
 2. A school **completer** has graduated from high school, or completed an approved educational program, upon receipt of formal recognition from school authorities.
 3. A state or district approved program may include special education programs, home and hospital (homebound) instruction, or some other certification differing from the regular diploma.
 4. Transfer may be demonstrated through a transcript request or other documentation giving evidence of continuing elementary or secondary education.
- C. Schools are accountable for students for a full school year as defined above. This means a student who drops out over the summer must be reported. A summer dropout is counted during the school year in which s/he failed to return, not during the school year s/he completed. Therefore, students who complete the 2002-2003 school year but fail to return for the 2003-2004 by October 1, 2003 school year are counted as a dropout for the 2003-2004 school year when next year's dropout data is submitted, and are not included in this year's data.
- D. Schools are responsible for verifying the whereabouts of all students enrolled for the 2002-2003 school year who withdrew from the school.
- E. Schools must account for withdrawals in grades 7-12. Any student in grades 7-12 who is not accounted for is considered a dropout. A dropout rate in elementary

schools (entry level, primary and grades 4-6) is not calculated for accountability purposes.

F. The W5 code is used specifically to account for verified transfer students. The code W16 should be used to account for students who: (Note: W16's are considered dropouts.)

1. Enrolled at the end of the 2002-2003 school year and failed to enroll in this or any other school district by October 1 of the 2003-2004 school year; or
2. Have moved out of this public school district for which enrollment elsewhere has not been substantiated.
3. Were formerly classified as W12 who cannot be verified to be in a court prescribed educational program.

G. Consistent with the spirit of KERA, calling for schools to reduce physical and mental barriers to learning, a student who is ill and participating in an approved home and hospital (homebound) instruction program is not considered a dropout. However, a student coded as W7 (neither in school, nor participating in an approved educational program) is a dropout. Schools should update their W7 data from the 2002-2003 school year to account for students who were coded as W7's and then re-enrolled in school for the 2003-2004 school year. Students previously coded as W7 who re-enter school by October 1 of the following school year are not considered dropouts.

H. Students coded in the following categories will be considered dropouts: W6, W7, W16, W18 and XP3. A complete description of all withdrawal (W) codes is found on page 10. A complete description of all expulsion (XP) codes is found on page 11.

Documenting School Leaver Status

A. Each school must document a student as a legitimate school **leaver** (i.e., documented transfer or completer), or the student is automatically considered a dropout. Documentation helps to ensure uniform and comparable dropout data across schools, districts, and states.

B. In general, documentation will involve:

1. A formal notice of some kind (i.e., transcript request); or
 2. Information from a responsible adult.
- Formal notice includes:
 - A formal request for transcript (or other written documentation) will suffice to verify that a student has transferred to another school. Date of receipt of request should be maintained, along with the address of the school to which the student has transferred. It is not necessary to verify that the student is actually attending the new school or to follow up with the student any further following receipt of a transfer request. 702 KAR 7:125 requires that a request for records and other information involving the transfer of pupils be maintained in the student's permanent file.
 - Notes from an exit interview with a school official, Director of Pupil Personnel records, letters from parents and the like are acceptable written documentation of school leaver status, if they document an actual status, not just intent. The communication must document that the student is enrolled in an approved educational program as opposed to the student's intent to enroll.

- Notification by responsible adult includes:
 - Parent or guardian, school official, faculty member, or other adult with responsibility for the student (e.g., pupil personnel, medical doctor, corrections official, etc.). For example, if the school contacts a parent and the parent says that the student has taken a job and dropped out, written documentation of the phone call will suffice to verify the status of the student as a dropout.
 - Responsible adult can also include a family member (grandparent, sibling, aunt, etc.), responsible neighbor, or friend or local community member at least 14 years of age who can verify the whereabouts of the school leaver. The person must have direct knowledge of the school leaver's whereabouts. Second-hand information is not valid.

EXAMPLES OF VERIFIED TRANSFER STUDENTS:

- *George's mother asked for a copy of his immunization records and told the school counselor their family was moving to Orange County, Florida in a few weeks. An inquiry from the district to the Orange County schools confirmed that George was enrolled in 7th grade at Orange County Middle School.*
- *In a telephone call, George's mother told the attendance clerk that George was just finishing his first semester as a seventh grader in Orange County Middle School.*
- *The school received a formal request for George's records from Orange County Middle School in Florida since he had recently enrolled as a seventh grader.*

EXAMPLES OF DROPOUTS:

- *Tammy enrolled in Mountain High School in September 2002 as a ninth-grader and completed the fall and spring semesters (2002-2003 school year). By October 1, 2003, Tammy did not show up at Mountain High School. Her enrollment could not be substantiated elsewhere. This would make Tammy a summer dropout and thus would be counted as a 2003-2004 dropout for her sophomore year.*
- *In a telephone call, Tammy's older sister told the attendance clerk that Tammy worked at a local store and did not plan to return to school.*

The chart below will assist you in determining school leaver status:

A STUDENT WHO:		DROPOUT?	CODE
1.	Graduated	No	
2.	Was in membership only during the summer following the 2002-2003 school year (not officially in membership)	No	
3.	Left school after passing the age up to which district must provide free public education	Yes	W18
4.	Died	No	
5.	Has not graduated or completed an approved program, and educational status subsequent to leaving school is unknown	Yes	W16
6.	Moved out of district or state and is not known to be in school	Yes	W16
7.	Transferred to, and is in membership in: a.) Another public school district in or out of state b.) Private school in or out of state c.) Early college (baccalaureate credit) admissions before receiving high school diploma d.) Legitimate home school e.) Expelled for behavioral reasons withdrawn to a state agency. f.) Expelled for behavioral reasons withdrawn to a regional alternative facility.	No No No No No No	
8.	Enrolled in an institution that is not primarily educational (Military, VoTech, etc.), not considered special school district	Yes	W6 or W18 (Age dependent)
9.	Is in district and not in school: a.) Long term absence because of illness and not receiving educational services (i.e., residential drug treatment center, severe physical or emotional illness) b.) Absent because of disciplinary action 1.) Expelled for behavioral purposes, being provided educational services by the expelling local school district. 2.) Expelled for behavioral purposes, being provided educational services by a regional alternative facility not run by the expelling local school district. 3.) Expelled for behavioral reasons and not being provided educational Services 4.) Expulsion period has expired, and student has not returned to school 5.) Expelled, transferred to and enrolled in membership in another school district.	Yes No No Yes Yes No	W7 XP3 W16
10.	Is in alternative educational setting (i.e., home and hospital (homebound) instruction, special education residential facility, correctional institution, community or technical college): a.) Program administered by agency considered a special school district or extension of a regular school district in alternative educational setting (i.e. home and hospital (homebound) instruction, special education residential facility, correctional institution, community or technical college). b.) Program is off-campus offering of regular school district. c.) Program administered by agency considered a special school district or extension of a regular school district. d.) Program not approved or administered by district; program classified as adult education.	No No No Yes	 W6 or W18 (Age dependent)

QUESTIONS AND ANSWERS ABOUT DROPOUT DATA & COLLECTION

1. *How long is our school responsible for students?*

Each school is responsible for all students who have enrolled in the school until students are verified as transferring to an approved school or verified as graduated. Any student enrolled during any part of the 2001-2002 school year who does not re-enter school by October 1 and is not verified as enrolled in an acceptable educational program is considered a dropout.

Enrolled in 2002-2003 and:	Status:
Returns to school by 10/1/03	Not a dropout
Withdrew in 2002-2003 and returns by 10/1/03	Not a dropout
Completed 2002-2003 school year and does not return to school by 10/1/03	2003-2004 dropout
Withdrew in 2002-2003 and returns after 10/1/03	2002-2003 dropout
Withdrew in 2002-2003 and returns by 10/1/03, but withdraws after 10/1/03	2003-2004 dropout

2. *What about students who drop out and return to school?*

If a student leaves school and does not transfer to an approved school, then they are considered dropouts. If a student returns to school by October 1 the student is not a dropout and should be coded with the appropriate re-entry code.

3. *What about students who drop out and return to school more than once during the year?*

If a student drops out more than once during the school year, the student should only be counted as a dropout one time per year. By submitting withdrawal data in the fall instead of June, each school should be able to provide an accurate dropout count.

4. *What about students enrolled in drug or alcohol treatment programs?*

If a student is receiving educational services they are not considered a dropout. However, if a student does not return to school after the end of the treatment period, he or she is considered a dropout. If a student is not receiving educational services as part of his or her treatment program, the student is coded as a W7.

5. *What about students who are in alternative programs?*

Students who are enrolled in alternative programs affiliated with A1-A6 schools are not considered dropouts.

6. *How will dropout data be used in the school accountability system for this accountability cycle?*

The dropout rate is combined with other Nonacademic indicators (attendance, retention and transition). Nonacademic indicators are combined with cognitive measures (Reading, Math, Science, etc.) to form a school accountability index.

DEFINITIONS OF WITHDRAWAL CODES

- W01: A pupil transferred to another homeroom in the same school. The re-entry code to use with W01 shall be R01.
- W02: A pupil transferred to another public school in the same public school district. The re-entry code to use with W02 shall be R02.
- W03: A pupil transferred to a nonpublic school in this public school district. The re-entry code to use with W03 shall be R03.
- W04: A pupil transferred, without change of residence, to a school outside this public school district. The re-entry code to use with W04 shall be R04, R05, or R07.
- W05: A pupil who has moved out of this public school district and for whom a request for student records has been received or enrollment has been substantiated. The re-entry code to use with W05 shall be R04, R05, or R07.
- W06: A pupil who is 16, but not yet 18 years of age and has withdrawn. The re-entry code to use with W06 shall be R06.**
- W07: A pupil withdrawn due to those communicable medical conditions that pose a threat in school environments listed in 902 KAR 2:020, section 2(1), accompanied by a doctor's statement certifying the condition, or any other health related condition for which the student is too ill to participate in regular school attendance or local homebound instructional services, accompanied by a doctor's statement certifying the condition. The re-entry code to use with W07 shall be R06.**
- W08: A pupil withdrawn due to death.
- W09: A pupil graduated prior to the end of the school term or year.
- W10: A pupil who has been expelled for behavioral reasons withdrawn to a state agency. The re-entry code to use with W10 shall be R03 or R05, if the student returns to the expelling local school district in the current school year after the expulsion period have been completed. The re-entry code to use with W10 is R10 if the student returns to the expelling local school district in the current school year prior to completion of the expulsion period.
- W11: A pupil who has been expelled for behavioral reasons withdrawn to a regional alternative facility not ran by the expelling local school district. The re-entry code to use with W11 shall be R04 if the student return in the current school year after the expulsion period has been completed. The re-entry code to use with W11 is R11 if the student returns in the current school year prior to completion of the expulsion period.
- W12: A pupil under the jurisdiction of the court. The re-entry code to use with W12 shall be R06. For end of year adjustments, for accountability purposes, a W12 shall be recorded as a W16 if the district cannot substantiate enrollment in the proper educational setting designated by the court.

W13: A pupil withdrawn for a second or subsequent time who initially withdrew as W06, W07, W10, W13, W16 or W18, and has previously been reported as a dropout for accountability purposes. The re-entry code to use with W13 shall be R06.

W16: A pupil who has moved out of this public school district for whom enrollment elsewhere has not been substantiated. For end of year adjustments for accountability purposes, the W16 code shall be applicable to pupils enrolled at the end of the previous school year who failed to enroll in this or any other school district at the beginning of the current school year.

W17: An entry-level student in the primary program, withdrawn during the first two (2) school months due to immaturity or mutual agreement by the parent, guardian, or other custodian and the school in accordance with 704 KAR 5:060.

W18: A pupil eighteen (18) years of age or over who has withdrawn. The re-entry code to use with W18 shall be R06.

DEFINITIONS OF EXPULSION CODES

XP1: A student expelled from school during the current school year for behavioral reasons, being provided educational services by the expelling local school district.

XP2: A student expelled from another local school district during the current school year for behavioral reasons, being provided educational services by a regional alternative facility not run by the expelling local school district.

XP3: A student expelled from school during the current school year for behavioral reasons, not being provided educational services.

Please note: A withdrawal code is used when a student is expelled to a state agency (W10) or regional alternative facility not run by the expelling school district (W11).

(Dropout codes are in bold face: W06, W07, W16, W18, and XP3.)

COLLECTION OF TRANSITION TO ADULT LIFE DATA

The purpose of tracking graduates is to determine the degree to which Kentucky graduates are able to make a successful transition to adult life as required by KERA. **Graduate** refers to any student receiving a high school diploma or other certificate of successful completion (special education) between the opening day of the 2002-2003 school year and the day prior to the opening of the 2003-2004 school year.

Definition of Successful Transition to Adult Life

A. A graduate shall be considered successful if he or she is:

1. Enrolled as a full-time student at a Postsecondary school (a minimum of 12 units per semester);
2. Employed at least 30 hours per week in a permanent position; employment includes paid work (self-employed or for a business), caring for children/family in the home, community service, or religious duties;
3. An active member of the United States military; or
4. Involved in any work/school combination adding up to at least 30 hours per week.

B. High schools must verify the status of each 2002-2003 graduate. Data must be received by KDE no later than November 1, 2003. School personnel can use the information provided by seniors on the Senior Transition Survey completed in the spring of 2003 as a lead in verifying the status of each graduate.

C. Work (employment) includes:

1. Paid employment;
2. Employments as intern, apprentice, missionary, volunteer in community service;
3. Unpaid labor in family business (such as a family farm);
4. Caring for home/family; or
5. Seasonal employment if it is cyclical rather than temporary.

D. Work (employment) does not include:

1. Temporary short-term employment;
2. Seasonal employment on a one-time basis (not cyclical);
3. Taking care of home/family due to unemployment; or
4. Travel primarily for recreation.

- E. If a graduate is working and going to school, the following table should be used in determining whether s/he is considered successful for accountability purposes. "School/Work combination" is one of the categories for the status of a graduate. This category should be used to indicate a successful work-school combination as shown in the following table:

Minimum School/Work Requirements for Successful Graduates

SCHOOL COURSE LOAD	+	MINIMUM WORK PER WEEK	EXAMPLES OF SUCCESSFUL GRADUATES
Full-time:			
12 semester units (6 quarter units)	+	None required	Full-time student in college, vocational, technical, or special school.
Part-time:			
9-11 semester units	+	5.0 hrs*	Part-time student taking 10 units of college courses and working in a cafeteria 6 hrs per week.
6-8 semester units	+	12.5 hrs	Part-time student taking 6 units of courses in technical school and working 14 hours in an auto repair shop.
3-5 semester units	+	20 hrs	Part-time night student taking 5 units of courses and working at least 20 hours at a day job.
1-2 semester units	+	25 hrs	Graduate cares for family/home at least 25 hours per week and takes 2 units at local college.
Not in school	+	30.0 hrs	Gainfully employed at least 30 hours per week.

- * EXAMPLE: A high school graduate enrolled in 10 semester units of courses is fulfilling 10 of the required 12 semester units, which is 5/6th of what is necessary to be considered successful. The remaining 1/6th can be accomplished by 5 (5/30 = 1/6) hours of work per week (5/6 course load + 1/6 workload = 100%).

Inclusion of Students with Disabilities in the Measure of the Percentages of Students Making Successful Transitions to Adult Life

With the exception of students who are eligible for participation in the Alternate Portfolio Assessment Program, schools that serve students with disabilities will be held accountable for these students' successful transition to adult life using the same standards applied to calculate this non-academic indicator for all other students.

Students eligible for the Alternate Portfolio Assessment may be considered to have made successful transitions to adult life if they:

- A. Make a successful transition to adult life as defined for the regular population of students; or
- B. Enroll as a full- or part-time student (no less than ten hours per week), at a post secondary vocational school or adult education program preparing students for integrated work; or
- C. Work in an integrated setting (for at least 10 hours per week) where the majority of workers are not disabled and/or are participating in supported employment (*P.L. 99-506 defines supported employment as competitive work in an integrated work setting with ongoing support services for individuals with severe disabilities*).

Graduates transitioning to **community rehabilitation programs** shall be considered successful if the post-secondary training/employment takes place in an integrated environment.

Documenting the Status of Graduates

In order for this process to be successful, school personnel responsible for verification will need to use their best judgment to make some of the more difficult determinations of graduate status. For example, if a graduate has secured a full-time job but employment doesn't begin until December 1st, she should be considered successful. However, a graduate would not be considered successful if at the time of verification, he had found a four (4) week only temporary job.

Please follow these guidelines:

- A. Each high school or district will need to select personnel responsible for tracking and verifying the status of all 2002-2003 high school graduates.
- B. Trackers may use the information provided by seniors in the *Senior Transition Survey* that was completed in the spring 2003 to help verify graduates. Each completed survey should provide the former student's address, home phone number, and the name and phone number of someone who was expected to stay in contact with the graduate.
- C. If this information proves to be inadequate, check other school records for additional information. There may be an address, telephone number, or other information that can be used to track the graduate.

D. If the tracker is unable to contact the graduate, the status of a high school graduate can be verified by:

1. a family member (parent/guardian, grandparent, sibling, aunt, etc.) at least 14 years of age who knows the status of the graduate;
2. a responsible neighbor, friend, or local community member at least 14 years of age who knows the whereabouts of the graduate;
3. the employer for whom the graduate is working;
4. the postsecondary school, college, or university in which the graduate is enrolled; or
5. the military service in which the graduate is enlisted.

E. Verification can take place in person, by telephone, fax, or written letter of confirmation with individuals or groups described above.

F. Once the status of a graduate has been successfully verified, the tracker should complete the last section of the *Senior Transition Survey*. This information should then be aggregated and entered in the web application provided by KDE. Schools should retain completed surveys for record-keeping purposes; surveys may be used for random audits by KDE as part of the school accountability system.

Transition to Adult Life Codes

SUCCESSFUL

- 1** College - in KY (*at least 12 semester units*)
- 2** College - out of KY (*at least 12 semester units*)
- 3** Vocational/Technical/Special School (*full-time*)
- 4** Military Service (*full-time*)
- 5** Employment (*at least 30 hours per week*)
- 6** Work-school combination (*at least 30 hours per week combined*)

UNSUCCESSFUL

- 7** Unsuccessful (*including un- or under-employed graduates and graduates who could not be found or verified*)

Note: Please do not include foreign exchange students or deceased graduates in your male/female, ethnicity or transition status totals.

QUESTIONS & ANSWERS ABOUT TRANSITION TO ADULT LIFE DATA

1. *Which graduates am I responsible to verify?*

Any 2002-2003 graduate who received a diploma or certificate of successful completion between the opening day of the 2002-2003 school year and the day prior to the opening of the 2003-2004 school year are to be verified. A-1 schools are responsible for tracking, verifying, and submitting to KDE the status of graduates from corresponding A2-A6 schools and 999 programs.

2. *What about students who were seniors in 2001-2002 but did not graduate until the fall of 2002?*

These students are considered 2002-2003 graduates and their status needs to be verified. Students who were seniors in 2002-2003 who will not graduate until after the opening of the 2003-2004 school year are considered 2003-2004 graduates, and their status does not need to be verified this year.

3. *What about graduates who were former Special Education students?*

You will need to verify all former Special Education students who received a diploma or certificate of successful completion, regardless of whether they participated in the 12th grade assessment (writing portfolio). However, you will be able to indicate whether or not this student completed an alternate portfolio.

4. *What about graduates who transfer to another public high school during the year?*

The rule of thumb is that each A-1 high school is responsible for verifying any 2002-2003 graduate, including graduates from corresponding A2-A6 schools, 998 and 999 (Home and Hospital) programs. If a student transfers from one A-1 high school to another A-1 high school and graduates, then the high school from which the student graduates is responsible for submitting the transition data.

5. *What if a graduate is a member of a military reserve unit but is not active more than one (1) weekend a month?*

All graduates must work or go to school at least 30 hours per week in order to be considered successful. A graduate who is solely a member of the reserves would not fulfill this requirement and would be considered unsuccessful.

6. *What if I cannot locate the graduate?*

You do not necessarily need to locate the graduate in order to verify his or her status. You will need to verify the status of a graduate with any responsible adult who has been in recent contact with him or her and can clearly describe what the graduate is currently doing.

7. Can a graduate verify what his or her peers are doing?

Yes. In fact, it might be easiest to have one graduate verify that other former high school classmates are enrolled in the same institution (i.e., college, vocational, or special school, etc.). The same holds true for graduates working in the same place of employment; one graduate can verify the status of the other graduates.

8. What if the person I'm talking to is not sure what the graduate is doing?

You will need to use your best judgment. If the person heard the graduate talking about future plans, then this is not a reliable source of verification. If the person saw the graduate at a job site two weeks ago as a full-time employee, then this is more reliable information.

9. How do I know whether a graduate is taking care of home/family out of choice or unemployment?

If the graduate is taking care of the home or family, ask if the graduate is also seeking employment outside of the home (i.e., applying for jobs). This, and other related questions, can help you to make this determination.

10. What if I cannot verify a graduate?

The graduate should be coded as unsuccessful (transition code 7).

11. How will Transition to Adult Life data be used in the school accountability system for this Accountability Cycle?

First, the Transition to Adult Life success rate will be combined with other Nonacademic indicators (attendance, retention and dropout). Second, Nonacademic indicators will be combined with cognitive measures (Reading, Math, Science, etc.) to form a school accountability index.

12. What do I do if a graduate is deceased or is a foreign exchange student?

If a graduate is deceased or was a foreign exchange student, do not include this student in your male/female, ethnicity or transition status totals.

APPENDIX A

**WORKSHEETS FOR COLLECTION OF
NONACADEMIC DATA**

Nonacademic Data Report Worksheet for 2002-2003

Student Retention and Dropout Data

District Name: _____

District Number: _____

School Name: _____

School Number: _____

Retention Totals

04 _____	05 _____	06 _____	07 _____	08 _____	09 _____
10 _____	11 _____	12 _____			

Dropout Totals

Grade	Male	Female	African American	American Indian/Alaskan Native	Asian	Hispanic	White	Other
07								
08								
09								
10								
11								
12								
Totals								

*Total by Gender _____

*Total by Ethnicity _____

*** Please make sure that your total by gender equals total by ethnicity.**

Nonacademic Data Report Worksheet for 2002-2003

Graduate Transition to Adult Life Data

District Name: _____ District Number: _____

School Name: _____ School Number: _____

I. Gender:		II. Ethnicity for Graduates:					
Male	Female	African American	American Indian/Alaskan Native	Asian	Hispanic	White	Other

***Total by Gender:** _____

***Total by Ethnicity:** _____

III. Transition Status for Graduates:						
1	2	3	4	5	6	7

***Total by Transition Status:** _____

Transition Status Codes:

- 1 College- in KY (at least 12 semester units)
- 2 College- out of KY (at least 12 semester units)
- 3 Vocational/Technical/Special School (full-time)
- 4 Military Service (full-time)
- 5 Employment (at least 30 hours per week)
- 6 Work-school combination (at least 30 hours per week combined)
- 7 Unsuccessful (including un- or under-employed graduates and graduates who could not be found or verified)

IV. NCLB Graduate Data:			
1	2	3	4

***Total by NCLB Graduate Information:** _____

NCLB Graduate Codes:

- 1 Graduated with a diploma in 4 years
- 2 Graduated with a diploma in 4 plus years, but their IEP allowed 4 plus years to graduate
- 3 Graduated with a diploma (not specified above) that took more than 4 years to graduate
- 4 Graduated with a certificate of successful completion

****Please make sure that your totals equal. The total by gender, total by ethnicity, total by transition status, and total by NCLB graduate data should be the same.***

ANNUAL SENIOR TRANSITION SURVEY School Year:

1. ABOUT YOURSELF: Complete the information below (please print)

Your name:

First Name MI Last Name

Address:

Street Address

City State Zip Code

Home Phone:

() _____

Parent/Guardian:

First Name MI Last Name

High School:

High school from which you are graduating

Date of Birth:

Month/Day/Year

Gender: ☐ Male ☐ Female

RACE: ☐ African American ☐ American Indian/Alaskan Native ☐ Asian
 ☐ Hispanic ☐ White ☐ Other

2. WHAT DO YOU PLAN TO DO AFTER GRADUATION? (Please print)

If you do not know what you will be doing, provide your best guess.

☐ Go to School (full or part-time in a college, vocational, technical, or special school)

	Name of School	Location (City, State)
First Choice	<input type="text"/>	<input type="text"/>
Second Choice	<input type="text"/>	<input type="text"/>

☐ Find a job

	Name of Company	Location (City, State)
First Choice	<input type="text"/>	<input type="text"/>
Second Choice	<input type="text"/>	<input type="text"/>

☐ Join the military: (check one)

Army: ☐

Coast Guard: ☐

Air Force: ☐

Marines: ☐

Navy: ☐

☐ Work full-time caring for home/family

☐ Participate in community service (Peace Corps, VISTA, religious duties, etc.)

☐ Other (describe): _____

3. How can we reach you this fall? (Provide the address and phone number of someone, different than above, who will stay in contact with you.)

Name of friend/family member			Permanent street address
_____			_____
City	State	Zip	Telephone () _____

**FOR
SCHOOL
USE ONLY**

**Seniors- do not
complete this
section**

Graduate was verified by:

- ☐ Graduate
☐ Parent/guardian
☐ Sibling/friend
☐ Neighbor/relative
☐ Post-secondary school
☐ Employer/military

Status of Graduate:

- 1 ☐ College in Kentucky
 2 ☐ College- out of state
 3 ☐ Voc/tech/Special School
 4 ☐ Military service
 5 ☐ Employment
 6 ☐ School/work combination
 7 ☐ Unsuccessful

Name of school/district staff who verified graduate

Date

Did this student participate in the alternative portfolio assessment process?

☐ Yes

☐ No

GRADUATE TRACKING TIP SHEET

PAPERWORK NEEDED FOR TRACKING

- ☐ **LIST OF 2002-2003 GRADUATES FOR YOUR HIGH SCHOOL**
- ☐ **SENIOR TRANSITION SURVEYS**
- ☐ **GRADUATE TRACKING LOG (OPTIONAL)- MAKE A COPY OF THIS FORM FOR EVERY 2002-2003 GRADUATE**
- ☐ **OTHER RELEVANT SCHOOL FILES (I.E. STUDENT RECORDS)**

STEPS FOR TRACKING STUDENT

- ☐ **TRACKING LOG:**
Fill in relevant information regarding graduate on your graduate-tracking log (one per student)
- ☐ **SCHOOL CONTACTS:**
Utilize contacts from your school. Contact a teacher, club advisor, vice principal, a student, relative or one of the student's friends in school who might be able to give you current information on the student. This person must be at least 14 years old. Follow through with any suggestions, using directory assistance, referrals, and any other leads you may develop.
- ☐ **FAMILY, SCHOOL AND EMPLOYERS:**
From annual senior transition survey, locate the section that lists the number where student can be located in the fall. Try reaching the student, responsible adult (family member at least 14 years of age, neighbor, etc.), employer, school or military service for information. If no number is provided, check with the school or organization that the student may have listed (employer, military, etc.) for more information. Keep track of all calls on your graduate-tracking log.
- ☐ **STUDENT RECORD FILE:**
If no information provided through annual senior transition survey, research the student record file for a phone number so that you can contact the student's family or guardian.
- ☐ **OTHER RESOURCES:**
If you are unable to gain information for a student from any resources listed above, you may try to contact the Department of Motor Vehicles (DMV). Note: To do so, the DMV might require her date of birth and/or license number. A postal substation may be able to provide you with a forwarding address.

GRADUATE TRACKING LOG

NAME OF GRADUATE:	ID#:	SCHOOL:
-------------------	------	---------

PHONE LOG

DATE/TIME	TRACKER	PHONE# CALLED	PERSON CONTACTED	RESULT

MAIL LOG

DATE	TRACKER	PERSON/ADDRESS CONTACTED	RESULT

OTHER ATTEMPTS

DATE	TRACKER	ACTIVITY	RESULT

APPENDIX B

INSTRUCTIONS FOR WEB SUBMITTAL OF NONACADEMIC DATA

INSTRUCTIONS FOR SUBMITTAL OF NONACADEMIC DATA

- 1) Ask the Web Applications Administrator Point of Contact (WAAPOC) for your district to set up a User ID and Password for you. Any questions regarding your district's point of contact can be addressed by contacting Renee Carter at (502) 564-2020 or by emailing the KETS Web Applications Administrator (found on the global address list).
- 2) Have each school in the district complete the worksheet(s) found in this document for retentions, dropouts and transition to adult life data.
- 3) Log into our web site: <http://apps.kde.state.ky.us/login/>.
- 4) Select the 2003-2004 Nonacademic Data Report. You will need to type in your User ID and Password.
- 5) This will take you to the Main Page for the Non-Academic Data web application. Based on your user ID, you will see only the district and schools for which your WAAPOC has given you rights to enter data. The Main Page for the Non-Academic Data web application will look similar to this:

Non-Academic Main Menu:

Select a district

Adair County ▼

District:		
Adair County	District Summary	District Signoff

School(s):	<div> ■ Red color indicates, the school has completed reporting the data for that section. </div>		<div> ■ Green color indicates, the school has not yet completed reporting the data for that section. Once the school completes that section, the color changes to red indicating the school has completed reporting the data for that section. </div>	
	Retention 4-12	Dropout 7-12	Transition	
Adair County High School	Complete	Complete	Incomplete	School Signoff
Adair County Middle School	Complete	Complete		School Signoff
Adair Youth Development Center	Incomplete	Incomplete	Incomplete	School Signoff
John Adair Intermediate School	Incomplete			School Signoff
Knifley Elementary School	Incomplete	Incomplete		School Signoff
Shepherd Elementary School	Incomplete	Incomplete		School Signoff
Sparksville Elementary School	Incomplete	Incomplete		School Signoff

- 6) Different users will have access to different schools. The District DAC and WAAPOC will have access to the entire district and each school. Data is to be entered at the school level for each of the 3 reporting areas (Retention, Dropout, and Transition to Adult Life). The first time this page is accessed, each reporting area for every school should say "Incomplete". To enter data click on "Incomplete" where the column and row for the report and school intersect. It is recommended that you complete the reports in the order of the columns: Retention first, then Dropout and finally Transition.

- 7) When you click on “**Incomplete**” for Retention you will go to the data entry for Retention Data for the school you selected. The Retention data entry screen will look similar to this:

Retention Page:

District: **Adair County**

School: **Adair County High School**

Nonacademic Data: Retentions	
Please report the number of students retained during the 2002-2003 school year. Total reported can not exceed enrollement of <input type="text" value="799"/>	
Grade(s)	Retention Count
9th	<input type="text"/>
10th	<input type="text"/>
11th	<input type="text"/>
12th	<input type="text"/>

☐ **No Retentions reported for this school**

☐ **This Section Is Finished**

(When you have completed each section, check here to indicate completion)

- 8) Enter numeric data only (no alpha or other characters besides numbers) in each of the cells provided. If there are no retentions to report for this school, click your mouse in the square next to the words: “**No Retentions for this school**”. When there is no data to report or all the retention data has been entered for the school, click in the square at the bottom center of the page marked, “**This Section is Finished**”, then “**Save**” and “**Close**”. (This will return you to the Main Page shown above in item 5.)
- 9) Notice that the word, “**Incomplete**” has changed to “**Complete**”. This means you have completed the data and clicked save on the data entry screen as described in the item above.
- 10) Data entry for the remaining two reports (Dropout and Transition to Adult Life) work similar to the Retention data entry screen, each with a box to check when there is no data to report and when the section is finished. As described in item 9, the word “**Complete**” will appear on the Main Page when you have click in the, “This Section is Finished” box, followed by clicking on “Save”, then “Close”. Remember, you must click on “Save” and “Close” for each report.

Please note there are four additional questions on the Transition to Adult Life report relative to new No Child Left Behind requirements. These four questions in section IV of the report count the number of graduates based on receipt of a diploma in four years; greater than four years as allowed by an IEP; greater than for years for other reasons; and graduated with a certificate of successful completion. All 4 sections of the Transition to Adult Life should report the same number of graduates.

On the next page are the screen shots of both the Dropout and Transition to Adult Life reports:

Dropout Page:

District: **Adair County**

School: **Adair County High School**

Nonacademic Data: **Dropout**

Please report the number of students that were dropouts during the 2002-2003 school year.

Total reported can not exceed enrollement of *The total dropout broken down by gender should equal total number by ethnicity.*

Grade(s)	Gender		Ethnicity					
	Male	Female	Black Non-Hispanic	American Indian/ Alaska Native	Asian	Hispanic	White, Non-Hispanic	Other
9th	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
10th	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
11th	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
12th	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>

☐ No Dropouts reported for this school

☐ **This Section Is Finished**

(When you have completed each section, check here to indicate completion)

Transition Page:

District: **Adair County**

School: **Adair County High School**

Nonacademic Data: **Transition to Adult Life - Graduates Only**

Please report the number of students by gender, ethnicity and transition status that were graduates in the 2002-2003 school year.

Total reported can not exceed enrollement of *Enter the same total number of graduates for each section (I., II, III, and IV) below.*

I. Gender		II. Ethnicity					
Male	Female	Black Non-Hispanic	American Indian/ Alaska Native	Asian	Hispanic	White, Non-Hispanic	Other
<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
III. Transition Status							
<input type="text"/>	1 - College - in KY (at least 12 semester units)						
<input type="text"/>	2 - College - out of KY (at least 12 semester units)						
<input type="text"/>	3 - Vocational/Technical/Special School (full time)						
<input type="text"/>	4 - Military Service (full time)						
<input type="text"/>	5 - Employment (at least 30 hours per week)						
<input type="text"/>	6 - Work-school combination (at least 30 hours per week combined)						
<input type="text"/>	7 - Unsuccessful (including un- or under-employed graduates and graduates who could not be found or verified)						
IV. No Child Left Behind (NCLB) Data							
<input type="text"/>	1 - Graduated with a diploma in 4 years						
<input type="text"/>	2 - Graduated with a diploma in 4 plus years, but their IEP allowed 4 plus years to graduate						
<input type="text"/>	3 - Graduated with a diploma (not specified above) that took more than 4 years to graduate						
<input type="text"/>	4 - Graduated with a certificate of successful completion						

☐ No Dropouts reported for this school

☐ **This Section Is Finished**

(When you have completed each section, check here to indicate completion)

- 11) After you have keyed in your data on each screen and returned to the Main Page, click on the words, “[School Signoff](#)” for that school. This locks the data in place and confirms the data has been entered. Upon clicking on “[School Signoff](#)” it will change to say “School Signed”. When all schools in a district have the “School Signed” indicator, the District Assessment Coordinator (DAC) can click on “[District Signoff](#)” on the Main Page to lock down all data for every school within the district.
- 12) If you discover you need to change data on a school that you have already clicked on the signoff, your DAC or WAAPOC will be able to “unlock” the data for that school to allow for changes. Similarly for “[District Signoff](#)”, the WAAPOC can “unlock” the entire district.
- 13) At any time from the Main Page, the DAC or WAAPOC may click on the words “[District Summary](#)” to get a report on data for all schools in a single table.

District Summary Page:

District Rate Summary for: **Adair County**

School Name	Retention 4 - 12	Dropout 7 - 12	Senior Transition
Adair County High School	4 %	0 %	50 %
Adair County Middle School	0 %	0 %	0 %
Adair Youth Development Center	0 %	0 %	0 %
John Adair Intermediate School	0 %	0 %	0 %
Knifley Elementary School	0 %	0 %	0 %
Shepherd Elementary School	0 %	0 %	0 %
Sparksville Elementary School	0 %	0 %	0 %
District	1 %	0 %	50 %

- 14) Please note that if you are in the middle of keying in your data for a school, and get interrupted, you can choose save and close without marking the “This Section Is Finished” box. This will allow you to save what you have keyed in so that you can continue the data entry at another time.

If you need assistance with submittal of this data, please contact Chris Thacker at 502/564-5279. Examples of the screens that you will see in the Nonacademic Web application are on the following pages.

APPENDIX C

**REGULATIONS RELATING TO
NONACADEMIC DATA**

EDUCATION, ARTS, AND HUMANITIES CABINET

Kentucky Board of Education

Department of Education

Bureau of Learning Support Services

(New Administrative Regulation)

703 KAR 5:130. School district accountability.

RELATES TO: KRS 158.645, 158.6451, 158.6453, and 158.6455

STATUTORY AUTHORITY: KRS 156.070, 158.6455

NECESSITY, FUNCTION, AND CONFORMITY: KRS 158.6455 authorizes the Kentucky Board of Education to promulgate an administrative regulation establishing a local school district accountability program. This administrative regulation establishes eligibility for district rewards, and it establishes procedures for determining assistance and other consequences for local school districts having schools in need of assistance as defined in 703 KAR 5:020.

Section 1. Definitions. (1) "District evaluation team" means one (1) or more scholastic audit teams as established in 703 KAR 5:120.

(2) "Level 3" means a classification assigned to a school that has an index score that places it in the lowest one-third (1/3) of all schools below the assistance line.

Section 2. (1) Dropout data generated at an A2-A6 school shall be attributed to the school district in which the A2-A6 school is located, unless the district exercises the option in subsection (2) of this section.

(2) If a district where an A2-A6 school is located can identify the A1 school which would have served the student if the student had not required services offered by the A2-A6 school, then the dropout data regarding that student shall be assigned to the A1 school. If a school district exercises this option, the district shall accurately report specific student dropout data to the district containing the accountable A1 school to be included in the nonacademic data reported the Department of Education. If, after reasonable effort, the district cannot determine the proper A1 school of accountability, the district may request that the Kentucky Department of Education assign the data to the proper district or regional data.

Section 3. A local school district in which all schools are classified as progressing or meets goal under 703 KAR 5:020 and meets the dropout criteria established for schools in order to earn rewards in 703 KAR 5:020 shall be declared an exemplary growth district and shall receive rewards as determined by the Kentucky Board of Education.

Section 4. (1) A local school district shall be held accountable for providing its schools appropriate instructional leadership and instructional support.

(2) A local school district containing a school that is classified as Level 3 that was not classified as Level 3 the previous accountability cycle shall modify its district consolidated plan by including a specific support plan designed to assist each Level 3 school in improving its academic achievement. The plan shall address each of the areas listed in Section 5 of this administrative regulation and shall be sent to the local board of education members and to the Level 3 school council members or, if none exists, the principal, for approval.

(3) If a school is classified as Level 3 for two (2) or more consecutive accountability cycles, the school district shall be subject to a district audit conducted by a district evaluation team. The team shall review each of the areas outlined in Section 5 of this administrative regulation and the district's implementation of the previous accountability cycle's school support plan. The district audit team shall also evaluate the district as to district responsibilities using "Standards and Indicators for School Improvement", which is incorporated by reference in 703 KAR 5:120.

Section 5. A local school district shall address the following areas in its school support plan:

(1) Instructional leadership shall include evidence that the local school district provides:

(a) Instructional staff access to curriculum-related materials and training necessary to use curricular and data resources relating to the goals for Kentucky public schools established in KRS 158.645 and 158.6451 and the academic expectations established in 703 KAR 4:060 and the school's performance trends, which include state assessment data and other student achievement performance measures identified by the district;

(b) A professional development planning process that results in training activities provided for the certified staff within the goals established in KRS 158.6451 and the local needs assessment required in 704 KAR 3:035, annual professional development plan. The district shall include evidence that it equitably and effectively distributes professional development resources and has designed a district professional development program based on student achievement data; and

(c) A structure for instructional improvement including evidence that the local school district is actively supporting a systematic, school improvement planning process involving appropriate stakeholder groups, including parents, business representatives, and the general public, and the district is using all available and appropriate data;

(2) Financial services and support shall include evidence that district resources have been distributed to each school equitably and consistently in accordance with the requirements of 702 KAR 3:246, School council allocation formula. The district shall also demonstrate that decisions about discretionary funds and other available resources not included in the school allocation formula are directed by an assessment of need or a required plan, all of which are data driven;

(3) Safe and secure instructional facilities shall include evidence of adequate and equitable maintenance of facilities. In addition, safe and secure instructional facilities shall include evidence that the school district has reviewed and assisted in the implementation of the school-based safety plans dealing directly with issues related to discipline and a safe school environment; and

(4) An effective certified employee evaluation program shall include evidence that the evaluation of the principal and certified staff has been implemented in a regular and timely manner consistent with the district's approved evaluation plan submitted under KRS 156.101 and that the evaluation process focuses on improving instruction.

Section 6. The district evaluation team shall submit a report, including its recommendations, to the Commissioner of Education, the district superintendent, and the local board of education within two (2) weeks of its review. The report shall be presented by a member of the district evaluation team at a local board of education meeting with opportunity for public comment. The district evaluation team recommendations may include the following:

(1) No additional action is needed because the district is effectively implementing its school support plan which reflects strategies to meet the needs of the Level 3 school;

(2) Revisions to the school support plan are needed even though the district has effectively implemented its plan;

(3) Revisions in implementation procedures are needed as implementation of the school support plan is not effective; or

(4) A management audit as provided in KRS 158.785 and 703 KAR 3:205 is needed because the district has not effectively developed or implemented its school support plan.